

C C Blaney Elementary

7184 Highway 162
Charleston, SC 29449

Grades	PK-5 Elementary School	
Enrollment	177 Students	
Principal	Mrs. Cindy Smalls	843-889-3992
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	64	14

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Average	Unsatisfactory	Yes
2004	Average	Below Average	Yes
2005	Average	Good	Yes

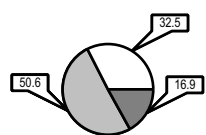
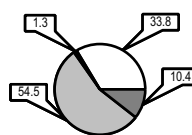
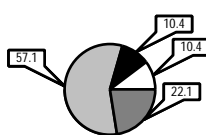
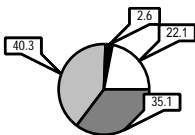
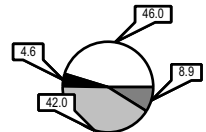
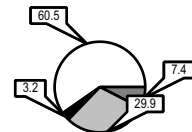
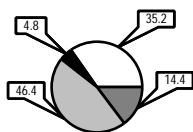
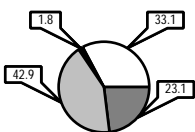
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	79	100.0	22.1	40.3	35.1	2.6	45.5	Yes	Yes
Gender									
Male	41	100.0	22.0	41.5	36.6	0.0	41.5		
Female	38	100.0	22.2	38.9	33.3	5.6	50.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	79	100.0	22.1	40.3	35.1	2.6	45.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	70	100.0	19.1	38.2	39.7	2.9	50.0		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	79	100.0	22.1	40.3	35.1	2.6	45.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	79	100.0	22.1	40.3	35.1	2.6	45.5		
Socio-Economic Status									
Subsidized meals	73	100.0	22.2	40.3	34.7	2.8	45.8	Yes	Yes
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	79	100.0	10.4	57.1	22.1	10.4	50.6	Yes	Yes
Gender									
Male	41	100.0	4.9	63.4	17.1	14.6	51.2		
Female	38	100.0	16.7	50.0	27.8	5.6	50.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	79	100.0	10.4	57.1	22.1	10.4	50.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	70	100.0	7.4	55.9	25.0	11.8	55.9		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	79	100.0	10.4	57.1	22.1	10.4	50.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	79	100.0	10.4	57.1	22.1	10.4	50.6		
Socio-Economic Status									
Subsidized meals	73	100.0	11.1	56.9	22.2	9.7	50.0	Yes	Yes
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	79	100.0	33.8	54.5	10.4	1.3	11.7
Gender							
Male	41	100.0	34.1	58.5	7.3	0.0	7.3
Female	38	100.0	33.3	50.0	13.9	2.8	16.7
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	79	100.0	33.8	54.5	10.4	1.3	11.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	70	100.0	27.9	58.8	11.8	1.5	13.2
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	79	100.0	33.8	54.5	10.4	1.3	11.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	79	100.0	33.8	54.5	10.4	1.3	11.7
Socio-Economic Status							
Subsidized meals	73	100.0	36.1	54.2	8.3	1.4	9.7
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	79	100.0	32.5	50.6	16.9	0.0	16.9
Gender							
Male	41	100.0	29.3	53.7	17.1	0.0	17.1
Female	38	100.0	36.1	47.2	16.7	0.0	16.7
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	79	100.0	32.5	50.6	16.9	0.0	16.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	70	100.0	29.4	52.9	17.6	0.0	17.6
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	79	100.0	32.5	50.6	16.9	0.0	16.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	79	100.0	32.5	50.6	16.9	0.0	16.9
Socio-Economic Status							
Subsidized meals	73	100.0	31.9	51.4	16.7	0.0	16.7
Full-pay meals	6	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	31	100.0	17.2	31.0	44.8	6.9	51.7
	4	33	100.0	35.5	45.2	19.4	N/A	19.4
	5	31	100.0	13.8	51.7	34.5	N/A	34.5
	6	35	100.0	52.9	17.6	29.4	N/A	29.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	25	100.0	8.0	36.0	48.0	8.0	56.0
	4	23	100.0	22.7	40.9	36.4	0.0	36.4
	5	31	100.0	33.3	43.3	23.3	0.0	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	31	100.0	17.2	69.0	13.8	N/A	13.8
	4	33	100.0	38.7	51.6	3.2	6.5	9.7
	5	31	100.0	13.8	58.6	20.7	6.9	27.6
	6	35	100.0	35.3	44.1	14.7	5.9	20.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	25	100.0	4.0	60.0	24.0	12.0	36.0
	4	23	100.0	4.5	59.1	18.2	18.2	36.4
	5	31	100.0	20.0	53.3	23.3	3.3	26.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	25	100.0	24.0	60.0	16.0	0.0	16.0
	4	23	100.0	22.7	59.1	13.6	4.5	18.2
	5	31	100.0	50.0	46.7	3.3	0.0	3.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	25	100.0	20.0	56.0	24.0	0.0	24.0
	4	23	100.0	13.6	59.1	27.3	0.0	27.3
	5	31	100.0	56.7	40.0	3.3	0.0	3.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 177)				
First graders who attended full-day kindergarten	96.6%	Up from 90.9%	100.0%	100.0%
Retention rate	1.7%	Up from 0.8%	3.9%	3.0%
Attendance rate	97.1%	Down from 97.5%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 3.9%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Up from 0.8%	5.4%	3.2%
Eligible for gifted and talented	8.9%	Down from 11.9%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.9%	Down from 5.7%	8.1%	8.2%
Older than usual for grade	2.3%	Down from 3.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 18)				
Teachers with advanced degrees	22.2%	Up from 19.2%	50.0%	52.6%
Continuing contract teachers	61.1%	Down from 69.2%	77.1%	83.3%
Highly qualified teachers	76.5%	Down from 95.2%	92.2%	93.5%
Teachers with emergency or provisional certificates	18.8%	Down from 22.7%	3.0%	0.0%
Teachers returning from previous year	66.4%	Down from 68.0%	83.0%	87.0%
Teacher attendance rate	96.4%	Up from 94.1%	94.9%	95.0%
Average teacher salary	\$38,391	Up 0.3%	\$40,215	\$41,703
Prof. development days/teacher	19.7 days	Up from 16.2 days	14.3 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Up from 12.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	92.4%	Up from 90.1%	88.7%	89.8%
Dollars spent per pupil*	\$8,607	Up 22.1%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	66.4%	Up from 61.0%	63.5%	65.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Learning is truly an adventure at C. C. Blaney Elementary School and students are taking the ride. We believe in striving for excellence because failure is not an option. Evidence of this commitment is seen in our yearly recognition of meeting the federally mandated requirements of AYP for the past 2 years. This year's initiatives included an alliance partnership with Edison Schools and the incorporation of a number of instructional "Best Practice" and research-based systems & procedures that support student achievement.

Our students took part in a number of character building and academically enriching activities which contributed to their total development as a student. Community funded programs implemented this year included the Learning for Life character building curriculum, Risk Watch injury prevention and safety education, DARE drug prevention program and the Pet Buddies program sponsored by John Ancrum, SPCA.

Blaney's instructional emphasis is based on the development of active learners through a rigorous standards based curriculum designed to enhance our culture, needs, and vision for success. Monthly benchmark assessments, a customized instructional framework aligned to the district's coherent curriculum, implementation of differentiated instruction in the classroom and weekly "Principal's Test" assist in tracking and ensuring student growth and progress. Students are given opportunities to strengthen skills, and teachers are able to address individual needs through the many intervention and enrichment programs offered to every student. We have the Mayor's SOS Tutorial Program, After-School Tutoring, Wee Deliver Postal Writing Program, Early Bird Math Clinic, Reading Buddies, Rising to Read CAI Program, Reading Recovery, Lunch in the Lab, Storybooks at Breakfast, Success Maker Computer Assisted Instruction and an integrated fine-arts curriculum.

Parent involvement continues to be a challenge, but our goal is to continue to provide opportunities for parents to take on a more active role in their child/children's education. Monthly Mother/Father Read Parenting classes; quarterly PTA meetings; Pizza, Pepsi, Parents, and PACT Night; Annual Parent Volunteer Breakfast; Doughnuts for Dad; Muffin for Moms; PACT Evening of Excellence; and home visits have proven to be successful initiatives.

Our mission is clear and we welcome the challenges to ensure all students at C. C. Blaney Achieve Performance Excellence!!

Cindy Smalls, Principal
Helen Washington, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	17	31	28
Percent satisfied with learning environment	81.3%	96.7%	96.0%
Percent satisfied with social and physical environment	82.4%	100.0%	100.0%
Percent satisfied with school-home relations	58.8%	90.0%	85.7%

*Only students at the highest elementary school grade level at this school and their parents were included.